



Recruitment Pack

Behaviour Support

QE School, Crediton

Closing Date: 9am Monday 16 October

Ted
Wragg TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?



Queen Elizabeth's School

Letter from the Headteacher

Dear Applicant

Thank you for your interest in this post at Queen Elizabeth's School. The school currently has 1250 students on roll of whom 130 are in the Sixth Form. The majority of our students are drawn from our partner primary schools across mid Devon and the greater Exeter area.

Founded in the 16th century, the school is set in the market town of Crediton, just 7 miles from Exeter. We are an ambitious school dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom. Our Year 7 and 8 students are taught on our Barnfield campus and Years 9-13 at Western Road.

At Queen Elizabeth's our coaching programme supports all colleagues to continuously improve their classroom and leadership practice. We were delighted to be judged as Good in the most recent Ofsted report in May 2022, which recognised our high-quality curriculum and continued improvement in achieving positive outcomes for all students. Through high quality teaching and a broad range of extra-curricular activities we aim to instil our students with the values of respect, reflection and resilience.

The enclosed recruitment pack outlines the key duties and accountabilities of the post. The successful applicant will:

- have a clear, well communicated understanding of the most effective teaching and learning techniques that lead to strong student progress
- possess the skills and determination to make a positive difference to the lives of our students
- be relentless in encouraging all students to build their knowledge and actively contribute to school life within our community so that they develop a sense of pride and belonging

If you have any questions, please contact Anna Field on 01363 773822 or anna.field@qe.devon.sch.uk

Yours sincerely

Paula Smith - Headteacher



Key Details

Job Title: Behaviour Support

Location: QE

Salary: Grade D £22,369 FTE, £21,449 pro-rata salary

Closing Date: 9am Monday 16 October

Interviews: TBC

Required From: ASAP

If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



How to apply

If you would like an informal conversation about this role please contact Anna Field, anna.field@qe.devon.sch.uk

Please use the application form available on the Trust website and email it to: anna.field@qe.devon.sch.uk



Queen Elizabeth's School

Job Description

Key Purpose of Job

To oversee and operate a Timeout classroom, enabling students, including some of our most vulnerable, to access learning and supporting them to be 'Ready to Learn'. This role contributes significantly to the culture of achievement, ambition and learning for all within the school.

Whilst the core function of the role is to support students, liaise with parents and administer the functioning of a Timeout classroom the post-holder will be a full member of the wider Student Support Team. This will include supporting the implementation of the school's behaviour for learning policy, through day to day pastoral care and the effective management of student behaviour.

List Key Duties and accountabilities of the post

- To be responsible for the day to day operation and supervision of the Timeout room(s) including supporting and enabling students to access the curriculum through:
 - Creating and maintaining a purposeful, orderly and supportive environment in the reset room.
 - Using strategies, in liaison with other staff, to support students to achieve learning goals.
 - Providing and enabling instruction/learning in the Timeout room through varied activities and reviewing these on a regular basis to ensure student progress is enabled whilst in Reset.
 - Preparing materials and liaising with appropriate staff to enable effective feedback and continuity of learning in lessons missed.
 - Promoting good student behaviour, dealing promptly with conflict and incidents in line with school policy and encouraging students to take responsibility for their own behaviour.
 - Liaising with parents and ensuring correspondence is timely and effective between the school and home with regard to behavioural matters, sanctions, welfare or pastoral concerns.
 - Working flexibly to meet the needs of the department/students.
 - Being part of the first response rota, including first aid, when Timeout duties permit.
 - Supervising and providing support for students, including those with additional needs, ensuring their safety and access to learning activities whilst in the Timeout room
 - Quickly establishing constructive relationships with students and interacting with them according to need.
 - Monitoring student progress regularly and ensuring intervention is made to enable them to work effectively.
 - Promoting the inclusion and acceptance of all students as part of daily work.
 - Setting high expectations and promoting self-esteem and independence.
 - Providing feedback to students in relation to progress and achievement at regular intervals.
 - Liaising with staff to identify students to participate in alternative programmes.
 - Implementing learning programmes in line with the current Learning Area programmes of study, and adjusting activities according to student needs.
 - Preparing, maintaining and using equipment/resources required to meet the learning plans/relevant activity and assisting students in their use.
 - Supervising after school detentions.
- To support the implementation of the School's behaviour policy by:
 - Being aware of and complying with policies and procedures relating to Behaviour Policy, Child Protection, Health, Safety and Security, Confidentiality and Data Protection, and reporting all concerns to an appropriate person.
 - Ensuring accurate and up to date records are kept and communicated to staff to enable analysis of data, and advising colleagues of any trends/patterns which will require wider policy responses.
 - Contributing to the overall ethos/work/aims of the school.
 - Appreciating and supporting the role of other professionals.
 - Attending relevant meetings, as required.



Queen Elizabeth's School

- Assisting with the supervision of students out of lesson times, including before and after school and at lunchtimes, as required.
- Ensuring timely communication with parents and colleagues in order to ensure the consistent application of the policy.
- Facilitating restorative conversations between students and staff.
- Undertake the collection of student statements.
- Collect students for detentions and interventions.
- To liaise with teaching staff and ensure there is a variety of work programmes for students so that there is continuity of learning in the Timeout room
- To implement work programmes and one-to-one support to ensure continuity of learning.
- To manage communication with parents and carers through the use of text messages, phone, email and written formats for all aspects of the School's behaviour policy.
- To undertake general clerical/administrative support, including the Timeout room procedures, detentions, fixed term exclusion reporting in accordance with the school's statutory requirements and communications with parents.
- To maintain and provide accurate data regarding the Timeout room and detentions.
- To be a highly visible role model developing positive professional relationships with students.

Development

- To undertake training as required.

Typical working pattern

- Typically, 8.30am–5.00pm, Monday to Friday during term time.
- This working pattern is subject to change and you will be required to work flexibly with colleagues to ensure the operational needs of the school are met.

Other Duties

- To maintain a First Aid qualification.
- To support the achievement of the school's objectives by working proactively with colleagues on activities outside direct area of responsibility as required.
- To carry a school radio and mobile phone, if provided, responding to communications promptly.
- To report any potential Health and Safety issues promptly.
- To follow the school's ICT policy for safe use of ICT.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person.
- To work in compliance with the Codes of Conduct, Regulations and policies of the school and its commitment to equal opportunities.
- To comply with the school's Health & Safety policy, procedures and statutory requirements.



Person Specification

Qualifications and Experience	Essential/ Desirable
Educated to A level/level 3, including GCSE grade C in both Maths and English as a minimum (or equivalent)	Essential
Good honours degree or equivalent qualification in a field relevant to the role description	Desirable
Youth/care work/educational qualification	Desirable
Current First Aid qualification (or the commitment to obtain and maintain one)	Essential
Hold or willing to take level 3 Safeguarding qualification	Essential
Knowledge/ Experience in a learning, coaching or care environment supporting young people.	Essential
Managing the behaviour of groups of young people effectively to ensure a positive and safe environment	Essential
Organising and delivering a range of interventions with and for young people	Desirable
General administration skills	Desirable
Using a range of ICT packages	Essential
Delivery of learning activities across a range of the national curriculum subject range to young people.	Desirable
Assisting young people in learning new information, and taking on tasks in ways which build confidence and resilience	Essential
Passionate belief in the potential of all young people and the benefits of a comprehensive education	Essential
Ability and experience of working with a high degree of initiative and without close supervision	Essential
Good interpersonal skills including; <ul style="list-style-type: none"> • being emotionally intelligent • a professional and approachable style • the confidence to deal with complex situations appropriately • the ability to be assertive when required 	Essential
Effective planning, clerical and organisation skills	Essential
Strong communication skills, able to; <ul style="list-style-type: none"> • build positive professional relationships with young people, parents/carers, colleagues and other professionals • remain calm and seek constructive solutions when dealing with pressured situations • challenge inappropriate behaviour effectively and with confidence • make short written reports • win the respect of young people through the consistent application of school procedures in a fair manner 	Essential
Numeracy, high standards of literacy and written communication. ICT skills - competent Microsoft office (Outlook, Word & Excel) user.	Essential
Able to manage highly confidential information appropriately and with discretion.	Essential
Resilient, able to respond well under pressure.	Essential
Positive, confident and constructive in approach with high levels of enthusiasm and energy.	Essential
Able to use initiative to solve problems	Essential
Flexible and adaptable in approach	Essential
Willingness to participate in ongoing training & development	Essential
Able to work effectively as a member of a team	Essential
Respect for all members of our community and able to model this respect	Essential
Understanding of safeguarding issues and able to promote the welfare of children and young people.	Essential
Suitability to work with children	Essential
Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential
This post is subject to an enhanced DBS disclosure	Essential
Passionate belief in the potential of all young people and the benefits of a comprehensive education	Essential
Ability and experience of working with a high degree of initiative and without close supervision	Essential

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.



Dixons Academies Trust – A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation – A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham – Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.



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Thank you for your interest!

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